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The Implementation of an Online Distance Learning Program with an Independent Curriculum-Based on Improving Child-Parent Relations

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Abstract

The transition from the 2013 curriculum (K-13) to the Independent Curriculum in Indonesia represents an evaluative measure aimed at enhancing the overall educational standards in the country. Homeschooling Kak Seto Surabaya is a non-formal educational institution program that incorporates an independent curriculum. The establishment of a strong and effective partnership between students and parents plays a pivotal role in the attainment of learning objectives within distance learning programs. Hence, the purpose of this study was to examine the implementation of the independent learning curriculum in the context of distance learning programs, specifically focusing on its impact on enhancing the parent-child relationship within the Homeschooling Kak Seto Surabaya. The employed methodology is a qualitative approach utilizing a case study design. The employed methodology for data collection encompassed participatory observation as well as semi-structured interviews conducted with both managers and parents of students. The data analysis model utilized in this study is the Miles and Huberman model, which encompasses the sequential stages of data collection, data reduction, data presentation, and drawing conclusions. The findings of this study indicate that the implementation of an independent curriculum has a significant impact on enhancing the relationship between children and parents during the learning process.

Keywords: *Distance Learning Program, Homeschooling, Independent Curriculum*

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INTRODUCTION

The government has implemented curriculum transformation as a tangible initiative to enhance the quality of education in Indonesia. The Independent Curriculum was officially introduced by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) on 11 February 2022. Its purpose is to enhance the 2013 Curriculum (K-13) by promoting a more independent, essential, and meaningful learning experience (Firdaus et al., 2022; Rahmadayanti & Hartoyo, 2022). The Ministry of Education and Culture (2020) asserts that the effective implementation of the Independent Curriculum hinges on the adept management of education by schools and local governments. This entails employing a flexible approach in the various stages of educational programme development, including planning, organizing, actuating, and controlling. The Merdeka Curriculum is conceptually aligned with the ideals of Ki Hajar Dewantara, specifically emphasizing the liberation of learning (Ardianti & Amalia, 2022). Students are strongly

encouraged to engage in active participation in order to cultivate and enhance their critical, collaborative, and independent thinking abilities. The teacher assumes the role of a facilitator who provides guidance and assistance to students in their pursuit of educational objectives. The optimisation of potential is anticipated through the provision of a learning environment that aligns with the specific requirements of students.

The Merdeka Curriculum has been adopted not only by formal educational institutions but also by various non-formal educational institutions in Indonesia. One such institution is Homeschooling Kak Seto, situated on Jalan Sidosermo Airdas Number Kav A7, Sidosermo, Wonocolo District, Surabaya City, East Java. Homeschooling Kak Seto Surabaya has adopted a strategic approach to address the growing complexity of students' needs by implementing the Independent Curriculum concept in its educational practices. This approach affords teachers and students the autonomy to determine the content, methodologies, and evaluation of the learning process. Kak Seto Surabaya Homeschooling offers students the opportunity to exercise autonomy in selecting educational pathways that align with their personal interests, aptitudes, and unique requirements through the implementation of the Merdeka Curriculum. This facilitates a comprehensive form of self-improvement, encompassing the cultivation of both academic and non-academic proficiencies (Ahmad et al., 2022; Sinaga et al., 2023).

The implementation of the Merdeka Curriculum at Homeschooling Kak Seto Surabaya encompasses not only a flexible and autonomous approach to education, but also includes the organization of online distance learning or distance learning programmes. The primary objective of this programme is to cater to the educational needs of Indonesian children residing outside their home country, including regions abroad such as Thailand, the United States, and other nations. Its purpose is to ensure that these children maintain a connection with the Indonesian school system and receive education that is pertinent to their circumstances. The online platform offered by Kak Seto Surabaya Homeschooling facilitates convenient access for students to a wide range of educational resources, assignments, as well as virtual interaction with teachers and peers. One notable benefit of this distance learning programme is its ability to transcend geographical limitations, enabling students to remain engaged with the curriculum and adhere to the educational standards set forth by the Indonesian education system. In this particular context, it can be argued that Kak Seto Surabaya Homeschooling has emerged as a trailblazer among non-formal educational institutions by effectively implementing the principles of the Independent Curriculum through the utilization of technology and the provision of personalized learning experiences tailored to the unique needs and preferences of each student.

Establishing a strong rapport between children and parents is of utmost significance in the distance learning programme or online distance learning at Homeschooling Kak Seto Surabaya, as it greatly contributes to the attainment of learning objectives. This is intricately connected to the administration of challenges that emerge during the process of online education. According to a survey conducted by UNICEF in 2020, a sample of over 4,000 students from 34 provinces in Indonesia revealed that approximately 66 percent of respondents expressed discomfort with studying from home. This sentiment was primarily attributed to a perceived absence of guidance and inadequate internet connectivity. Hence, within the context of independent online learning, the pivotal factor for achieving success in assisting children with time management, comprehension of instructions, and surmounting learning challenges lies in the active involvement of parents as educators, motivators, mentors, and facilitators (Iskandar, 2022; Sari, 2021).

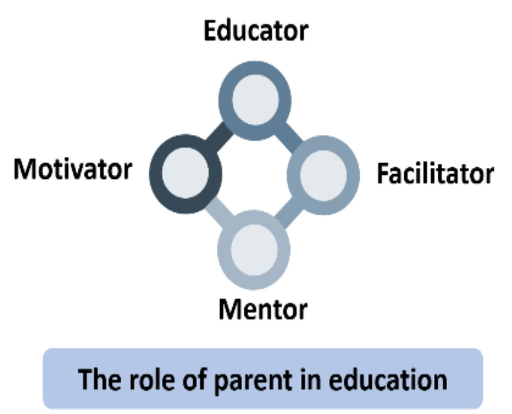


Figure 1. The Role of Parents in Education (Sari, 2021)

The importance of parental involvement in online distance learning programmes should not be underestimated. Existing literature has demonstrated that parental involvement in facilitating home-based learning plays a significant role in fostering favourable outcomes in children's academic and emotional growth (Cahyati & Kusumah, 2020; Salsabila et al., 2021). The provision of parental support and guidance can enhance children's ability to concentrate and maintain a structured approach to learning within the home setting. Parents are responsible for creating an environment that is conducive to learning, offering motivational support, and facilitating their children's social engagement in the educational journey. Therefore, the inclusion of parents in online distance learning programmes has the potential to enhance the child-parent relationship and enhance the child's overall educational achievements. It is imperative to establish a system that can effectively facilitate the active participation of parents in online distance learning programmes.

In response to the pressing need for educational continuity, Homeschooling Kak Seto Surabaya has implemented a learning contract system. This system assigns parents the role of supervisors and facilitators in the home-based learning process, as an integral component of the online distance learning programme. Parents play a crucial role in providing primary assistance to their children throughout the educational journey, aiding in comprehension of academic content, surmounting challenges, and fostering motivation for learning. The establishment of a robust bond between children and parents has been shown to enhance the effectiveness of achieving learning objectives (Dini, 2022; Lestari et al., 2022).

There is a scarcity of existing literature pertaining to the utilisation of online learning as a means to enhance the parent-child relationship within the context of early childhood education. The study conducted by Kurniasih et al. (2022) primarily focuses on examining the influence of media in the context of online education during the early stages of childhood development. Similarly, the study conducted by Mundiati et al. (2022) and Rahiem & Perdana (2022) examined the utilisation of media as a means to enhance the effectiveness of early childhood education. The aforementioned studies fail to ascertain the extent to which parents contribute to online learning and the potential for online learning to foster favourable parent-child relationships. Therefore, the current state of research in this study encompasses an investigation into the implementation of technology-based Independent Curriculum within the homeschooling environment, with the aim of enhancing the bond between children and their parents. This research has the potential to contribute significantly to the understanding of the Independent Curriculum's impact on the relationship between children and parents in distance learning, specifically by examining the role of parents as learning partners and the use of technology.

The Independent Curriculum promotes parental involvement in the child's educational journey, fostering a strong partnership between parents and educators. The inclusion of parents as educational partners within the Merdeka Curriculum affords an avenue for parents to enhance their comprehension of their children's requirements and inclinations, while also furnishing suitable assistance in cultivating their educational capabilities (Sari et al., 2022). By fostering open communication and collaboration between children and parents, it is possible to establish mutually beneficial relationships that facilitate the attainment of educational objectives. In light of this comprehension, the present study was undertaken to elucidate the application of the Independent Curriculum in enhancing the rapport between parents and students participating in the online distance learning programme at Homeschooling Kak Seto Surabaya.

RESEARCH METHOD

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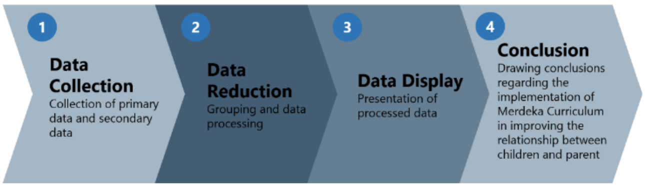


Figure 2. Miles and Huberman Model Data Analysis Techniques

In order to ensure the reliability of research findings, researchers employ a method known as source triangulation, wherein the acquired data is compared to enhance the level of confidence in the obtained information (Sugiyono, 2018). In addition, in order to demonstrate the viability of the research findings, a dependability and confirmability assessment was conducted through a data audit performed by the research team in collaboration. The research methodology involved conducting field studies to observe the implementation of an independent curriculum in non-formal educational institutions. Subsequently, the researchers directed their efforts towards enhancing the relationship between children and parents through the implemented learning programmes.

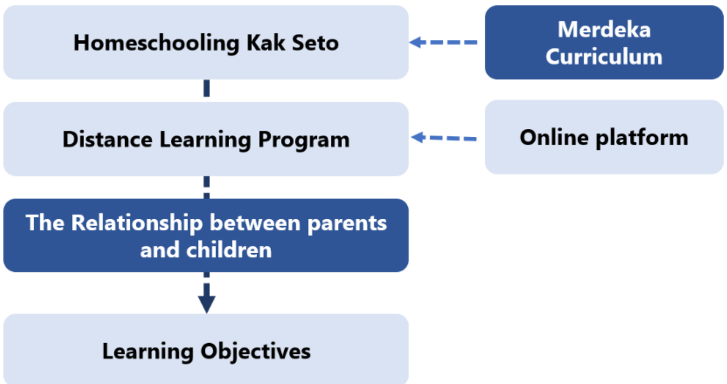


Figure 3. Research Flow

RESULTS AND DISCUSSION

Results

Implementation of the Independent Curriculum in Kak Seto's Homeschooling

The implementation of the Merdeka Curriculum at Kak Seto Surabaya's homeschooling follows a systematic approach, which involves the gradual implementation of various learning programmes, including distance learning programmes. During this phase of implementing the Independent Curriculum, the programme is collaboratively developed by managers, tutors, and parents in order to synchronise accomplishments, objectives, and instructional units through parental engagement activities. This finding is demonstrated by the outcomes of interviews conducted with managers, as outlined below:

"The distance learning programme involves the collaboration of the manager, tutors, and student guardians in the development of the KOSP (Operational Education Unit Curriculum). This curriculum includes a comprehensive analysis of the contextual factors derived from the actual conditions of Kak Seto's Homeschooling. Additionally, it encompasses a range of academic and non-academic programmes. According to the date provided". (DL/6 April 2023)

Additionally, DL highlighted that the programme was designed as a means of implementing the Merdeka curriculum, with the aim of enhancing students' capabilities through extracurricular activities.

"...At the outset, the tutor, in collaboration with the Manager, developed the Key Outcome Success Plan (KOSP) and assembled a range of educational resources, including Curriculum Packages (CP), Teaching Plans (TP), Assessment Tools and Procedures (ATP), and instructional modules. The objective of this initiative is to design project programmes that aim to enhance the profile of students who adhere to Pancasila principles. These programmes will be executed through various activities focused on empowerment and skills development." (DL/6 April 2023)

The programme that has been developed is a culmination of both the initial assessment and the formative assessment. Through these assessments, the manager gains an understanding of the program's implementation in order to achieve the desired learning objectives.

"...In the context of distance learning, the process of compiling and preparing educational programmes begins with an initial assessment report or formative assessment. Through this process, we gain insights into the specific areas that require development for each individual student." (DL/6 April 2023)

By conducting assessments for both parents and children, it can effectively support the implementation of the programme for students and enhance parents' understanding of the significance of learning support, particularly in the context of distance learning programmes.

"Conducting an assessment is crucial in order to ascertain the specific areas of interest for the talented individuals, followed by addressing the concerns of the parents. As an institution, our primary objective is to actively support and foster the growth and enhancement of the parent-child relationship. Additionally, our organisation offers various specialised programmes aimed at equipping parents with the necessary knowledge and skills to effectively educate their children. These programmes also emphasise the importance of maintaining a balanced family dynamic through our parenting initiatives." (DL/6 April 2023)

In addition to formulating the Education Operational Curriculum, which outlines the educational procedures to be undertaken, the manager of homeschooling, Mr. Seto, actively engages in parental meetings to disseminate information pertaining to the execution of the independent curriculum. This serves to reinforce the educational objectives. DL expressed this information in the following manner:

"Managers play an active role in facilitating the integration of the independent curriculum among tutors, parents, and students through socialisation efforts. The treatment provided to the distance learning programme will mirror that of the community programme, encompassing both socialisation and managerial support." (DL/6 April 2023)

The implementation process is conducted in a sequential manner, wherein parents are actively engaged in the development of a functional curriculum and the execution of educational programs. This involvement is particularly significant in distance learning initiatives, as it enhances parents' understanding of their children's educational journey, thereby facilitating the attainment of learning outcomes.

Relationship Between Children and Parents Through Learning Activities

The implementation of the independent curriculum at Kak Seto Surabaya's homeschooling involves various stages that encompass all key stakeholders, including managers, tutors, and parents. This comprehensive approach aims to foster synergistic interactions among these parties, thereby facilitating the

students' learning process and enabling the attainment of predetermined educational goals. Regarding the process of learning, students enrolled in distance learning programs primarily engage in educational activities with their parents at home, in addition to receiving instruction from tutors. Consequently, the quality of the relationship between children and parents significantly influences the efficacy of the learning process. During the interview, DL expressed that the implementation of the assessment at the outset, coupled with the subsequent execution of the program, yielded positive outcomes in terms of enhancing the parent-child relationship.

> *"... initially, an assessment was conducted to ascertain the areas of interest of the individual's talent, followed by an evaluation of the parents' concerns. As an institution, our primary objective is to actively support and foster the growth and enhancement of the parent-child relationship. Additionally, our organization offers various programs designed to enhance parents' understanding of effective child-rearing practices and the importance of maintaining a balanced family dynamic. These parenting programs aim to equip parents with the necessary knowledge and skills to provide optimal education for their children" (DL/6 April 2023)*

The researchers conducted interviews with parents of students to ascertain their perspectives on the implementation of the program. It was reported by the parents that the program took into consideration the enhancement of the relationship between children and parents.

> *"Indeed, there is a notable collaboration between children and parents, particularly during the Friday class program." (BF/28 Maret 2023)*

> *"In addition to KBM activities that necessitate parental involvement, collaborative engagement between parents and children occurs during Friday classes, specifically in cooking classes. This collaborative environment fosters communication and task-sharing, encompassing activities such as stove operation and ingredient preparation." (SM/28 Maret 2023)*

DL also communicated that the program being conducted places significant emphasis on empowerment initiatives aimed at enhancing students' potential, with the involvement of parental support.

> *"Commonly, the program in question functions as an empowerment initiative that is incorporated into Friday Class activities. This is because these activities often necessitate parental involvement, such as Cooking activities, Handicrafts, Fun Experiments, and similar endeavors. According to the publication date provided, the user's text was written on April 6, 2023." (DL/6 April 2023)*

Based on the various perspectives shared, it can be inferred that the initiative undertaken by Homeschooling Kak Seto, which involves the implementation of a self-directed curriculum, has the potential to enhance the parent-child relationship through the facilitation of collaborative learning endeavors.

Discussion

Implementation of the Independent Curriculum in Kak Seto's Homeschooling

The independent learning curriculum represents a modification of the 2013 curriculum with the aim of enhancing the educational delivery system that is currently being implemented in Indonesia. The Merdeka Curriculum has been adopted not only by formal educational institutions, but also by non-formal educational institutions such as Homeschooling Kak Seto Surabaya. The homeschooling curriculum is designed with the aim of addressing prevalent issues in the field of education, including psychological and academic challenges faced by students. According to Putri and Maula (2022), the homeschooling curriculum is designed to ensure a harmonious development of both cognitive abilities and individual traits in children. The implementation of the Merdeka curriculum in Kak Seto's homeschooling is facilitated through the execution of various educational programs. Homeschooling at Kak Seto's institution emphasizes personalized education, catering to the unique requirements of each student through a combination of traditional and self-directed learning approaches. The treatment of homeschooled students by Kak Seto will vary based on the unique needs, abilities, interests, talents, and potential of each individual, as determined through an initial assessment.

The homeschooling approach implemented by Kak Seto involves the utilization of an independent curriculum that draws upon the national curriculum while being tailored to suit educational units. The development of this curriculum employed a method that was tailored to align with the vision, mission, and goals of homeschooling, specifically emphasizing instruction conducted within the home environment. During the interview, DL, who serves as the tutor for Kak Seto's Homeschooling, expressed that the adoption of this self-directed curriculum reflects Kak Seto's educational philosophy. This perspective encompasses an educational process that is convenient, flexible, and accessible, allowing individuals to engage in learning at their own convenience, regardless of location or time, while adhering to the principles of instructional design and pedagogy. The primary objective is to establish an educational setting that fosters a sense of ease and well-being among students, while also cultivating a conducive and pleasant home environment. This concept aligns with Ki Hajar Dewantara's educational theory, which posits that the educational process is significantly influenced by the tricenter of education, consisting of educational institutions, families, and the community environment. These factors play a crucial role in facilitating the attainment of predetermined learning objectives (Kisworo, 2017; Dermawan & Sumarni, 2020; Danylchenko et al., 2023). The careful execution of the stage involving the preparation of programs as part of the implementation of an independent curriculum is imperative for effective learning planning.

The implementation process of the independent curriculum in Homeschooling consists of multiple sequential stages. For instance, based on interviews conducted with managers, it was found that the implementation phase involved the administration of assessments to students and parents in order to design learning programs. The aim was to facilitate the seamless integration of various educational components during subsequent learning activities. According to the study conducted by Annisa et al. (2023), the process of implementing the curriculum concept within an educational institution involves the following steps:

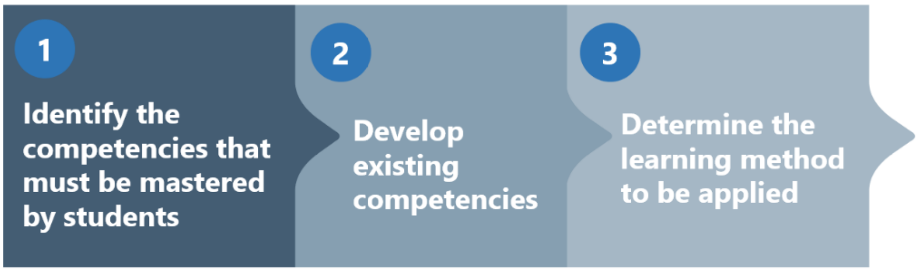


Figure 4. Stages of Curriculum Implementation

The stages involved in curriculum implementation planning entail a comprehensive assessment of students' characteristics and potential, particularly in relation to their developmental stages and individual traits. In addition, in collaboration with the institution's management, tutors and parents collaborate to identify and select an appropriate program to be implemented, with the aim of optimizing student competence, creating educational materials, and devising plans for activity implementation. Regarding homeschooling, Sis Seto facilitates a parents' meeting where parents, acting as educators and facilitators of their children's learning at home, collaborate with tutors and institution managers to collectively establish learning objectives and design customized activities based on the identified learning needs of their students. According to Vibriyanthy and Fauziah (2014), Kembara argues that the application of this concept enables children to effectively acquire knowledge and skills in accordance with their individual learning styles, thereby maximizing the achievement of learning objectives.

According to a study conducted by Musfah and Nurfitriani (2017), the effectiveness of curriculum development in Kak Seto's Homeschooling has been demonstrated through the adoption of an innovative, intelligent, joyful, and child-centered educational curriculum. The Kak Seto Homeschooling center has recently implemented a curriculum development update. In response to the Covid-19 pandemic, two learning programs, namely Community Online Learning and Single Distance Learning, were implemented in 2020 to adapt to the prevailing circumstances. The Minister of Education and Culture, Nadiem Makarim, has introduced a new educational concept that aims to replace the existing K13 curriculum and emergency curriculum. This initiative was officially launched online on February 11, 2022, under the name Merdeka Curriculum, as announced by the Directorate of Elementary Schools of the Ministry of Education and

Culture (2022). The Merdeka Curriculum seeks to enhance essential competencies and foster engaging learning experiences within the education system. Within the realm of pedagogy, the concept of independent learning promotes an educational approach that emphasizes the acquisition of competencies and values, as well as the utilization of curricula and assessments that align with the developmental needs of students. This approach also prioritizes the individual needs of students and positions them as the central focus of the learning process. Within the realm of curriculum, the independent curriculum places a significant emphasis on the cultivation of competencies, particularly in relation to the development of soft skills and character traits. In the realm of assessment systems, the Merdeka curriculum incorporates formative assessments, specifically employing student portfolio assessment. The Merdeka curriculum endeavors to transform the educational landscape by prioritizing the cultivation of students' competencies, values, and character. Additionally, it seeks to establish assessment as a means to facilitate the holistic advancement of student learning (Ministry of Education and Culture, 2022).

The implementation of an independent learning-based curriculum at Kak Seto's Homeschooling is derived from interviews conducted by researchers. This curriculum is designed to cater to the needs and circumstances of students, enabling them to acquire proficiency in both academic and non-academic competencies that are beneficial for their personal growth and their surroundings. In addition to engaging in academic pursuits, Kak Seto's Homeschooling program also prioritizes the development of positive attitudes and character traits. This aligns with the institution's objective, which aims to foster a sense of community and cultivate positive character traits among its students. The development of attitudes and character is fostered through both formal and informal educational endeavors. Habituation activities and talent classes are conducted during extracurricular hours. Students are exposed to the surrounding context, principles, and a range of additional engagements that constitute the evolution of the self-directed educational program.

The implementation of the Independent Curriculum at Homeschooling Kak Seto Surabaya encompasses not only a flexible and autonomous approach to learning, but also includes the utilization of two distinct learning programs, namely Community Online Learning and Single Distance Learning. The Online Learning Community is an educational approach that employs a multifaceted learning system, utilizing a learning management system (LMS) as the primary medium for instruction. The Learning Management System (LMS) offers a diverse range of engaging and diverse digital educational materials that are specifically tailored to meet the needs of students. The Learning Management System (LMS) incorporates various features, such as instructional videos, interactive discussion platforms facilitating communication between students and instructors, comprehensive learning modules, and evaluative assessments. The Learning Management System (LMS) is employed for the purpose of identifying and leveraging learning opportunities, as well as conducting data analysis and generating reports. While the primary purpose of an LMS is to facilitate online learning, it also serves as a versatile tool that accommodates various applications and functions as a platform for online content delivery.

This study examines the provision of learning assistance through online learning methods by tutors affiliated with Homeschooling Kak Seto. Online learning utilizes digital platforms and interactive media, such as Google Classroom, Google Meet, and WhatsApp, to facilitate communication and enhance the learning experience in the online educational setting. The educational videos provided by Kak Seto's Homeschooling YouTube channel are accessible to all students. Additionally, teaching materials are sourced from reputable institutions and incorporate the use of PowerPoint media for effective learning. Interactive quizzes are commonly utilized in educational settings and are often accompanied by pre-tests and post-tests. These quizzes are facilitated through various platforms, including Google Forms, Quizizz, and Worldwall. Additionally, educational games such as puzzles and Pacman are also employed to enhance the interactive learning experience.

The Distance Learning program is an educational initiative that employs self-directed learning approaches. The online platform offered by Kak Seto Surabaya Homeschooling facilitates convenient access for students to a wide range of educational resources, assignments, and virtual interactions with both teachers and peers. This program affords students the autonomy to utilize the curriculum and teaching materials provided, which are based on the recommended references for homeschooling. Learning support is offered by the family, private tutors, or the community, adhering to a philosophy of inclusive learning ("learn with anyone"). This approach emphasizes flexibility in terms of study location and timing ("learn anywhere and anytime"). During the process of learning evaluation, students are mandated to participate in both online

and offline activities, which entails physically attending Kak Seto's Homeschooling.

This concept is elucidated by the instructor DL. The learning strategies or methods employed at Homeschooling Kak Seto encompass a range of diverse learning programs that are specifically designed to cater to the unique needs of students. These programs are developed based on comprehensive assessments, interviews, counseling sessions, and adherence to standards for accepting new students, as well as considering the requirements and preferences of parents. It can be inferred that the independent curriculum is implemented collaboratively by administrators, students, and parents.

Relationship Between Children and Parents Through Learning Activities

Homeschooling Kak Seto offers a range of educational initiatives, encompassing both traditional classroom instruction and online platforms. Additionally, the institution facilitates independent learning programs, with a particular emphasis on distance education. This program offers students the opportunity to engage in self-directed study in a location of their preference, alongside a chosen companion, based on their personal comfort preferences. This approach aligns with the assertion made by Collis and Moonen (2001) as referenced by Vadeboncoeur and Padilla-Petry (2017), which emphasizes the significance of individual student autonomy in selecting the most suitable learning strategies as a fundamental aspect of enhancing flexibility. The concept of flexibility encompasses various aspects, including the selection of course resources, the types of learning activities, and the utilization of different media to facilitate the learning process. The underlying philosophy of this approach is to afford students with opportunities and foster their empowerment, thereby granting them increased agency in their learning process and promoting self-reliance in education.

The Distance Learning (DL) and Single Distance Learning (DLT) learning programs at Homeschooling Kak Seto Surabaya are administered entirely by parents, who enter into a study agreement with tutors and managers based on the initial assessment results. Within the framework of the Distance Learning program, students engage in self-directed study and are provided with assignments by tutors via a dedicated Learning Management System (LMS) platform. In practical terms, the implementation of independent learning programs, specifically Distance Learning and Single Distance Learning, places the onus entirely on the parents. Independent learning assistance is selected based on the convenience of students and can be conducted at flexible locations and times to accommodate student schedules. The execution of educational practices within the framework of the Distance Learning program. Nevertheless, variations exist within the assessment system, whereby the evaluation process is conducted autonomously by parents who are solely responsible for the design and assessment of said evaluations. The role of Kak Seto's Homeschooling party within the independent learning program's learning activities is primarily that of a facilitator.

The correlation between parental involvement and student outcomes plays a crucial role in the effective execution of educational practices at Homeschooling Kak Seto. Teaching and learning activities are conducted within a nurturing and cozy environment, akin to the home setting, aligning with the fundamental principle of homeschooling that designates the home as the foundation of education (Fajar, 2016). Based on the findings of the 2007 National Household Education Surveys (NHES), it was revealed that a significant proportion of parents who engage in homeschooling, approximately 11%, cited their child's physical or mental health issues as a significant factor influencing their decision to opt for homeschooling. This notion is further supported by scholarly investigations conducted by Ariefianto (2017) and Kunzman & Gaither (2013), which delve into the varying perspectives of parents regarding the role and significance of assuming the position of a teacher within the context of homeschooling. These studies demonstrate that parents' understanding of this role evolves in tandem with their homeschooling journey alongside their children. Homeschooling is predicated upon the distinct motivation of parents in relation to their educational objectives (Carlson, 2020).

In addition to formal academic education, the incorporation of independent curricula is also observed in non-academic educational initiatives that strive to optimize students' capabilities. In this particular scenario, within the context of homeschooling, Kak Seto implements a program known as the Friday Class, wherein students and their parents engage in various activities. The activities offered include a cooking class, a craft class, and an experiment class. Every academic course possesses a distinct level of difficulty, necessitating students to collaborate with their parents in order to successfully accomplish the assigned tasks. The establishment of a strong relationship is essential in fostering substantial growth and development in

the parent-child dynamic. This is particularly relevant in the context of distance learning programs, as they offer an opportunity to enhance the bond between parents and children, in addition to facilitating academic support.

Table 1. Differences in Application of Curriculum in Homeschooling Kak Seto Surabaya

Aspects	The Curriculum 2013	Independent Curriculum
Learning Process	The learning is performed independently by students and educational mentors, with a focus on the subject matter.	The implementation of the learning process involves a collaborative effort among students, parents, and learning tutors, with a focus on prioritizing essential academic content.
Learning Outcome	Improving students' academic abilities	Improved academic abilities, skills, and relationships between students and parents
The participation of parents in program administration	Participating semi-actively	Engage in active participation throughout the entire process of developing educational curricula, from initial program preparation to the subsequent assessment of learning outcomes.
The emotional attachment between children and their parents.	It is important for children to cultivate a sense of independence, with a particular focus on material aspects.	The program being implemented is fostering a stronger emotional bond between students and parents.

In its implementation, the independent curriculum at Kak Seto's Homeschooling, the role of parents as a child's learning companion at home is very important. In addition to educating children academically and with character, several learning activities carried out at home also contribute to active participation in educating the community and each activity is carried out in collaboration between students and parents. Therefore, learning activities at Kak Seto's Homeschooling are able to significantly improve the relationship between children and parents.

CONCLUSION

Based on the findings of a study conducted on the implementation of the Independent Curriculum at Homeschooling Kak Seto Surabaya, it was observed that the independent curriculum was implemented through academic and non-academic programmes. These programmes were designed to foster and enhance the frequency of interactions between childhood students and their parents, with activities that directly involved their active participation. One of the programmes offered within Kak Seto's homeschooling curriculum is the Friday Class, which encompasses a range of activities for student engagement, including culinary instruction and collaborative crafting sessions. The adoption of the independent curriculum in Kak Seto's Homeschooling is predicated upon the recognition of students' requirements and circumstances in acquiring proficiency in both academic and non-academic skills that are beneficial for their personal growth and the betterment of their surroundings. These adjustments are made in accordance with the outcomes of assessments. The strategies employed in the implementation of the independent curriculum are designed to facilitate enjoyable learning experiences and promote the cultivation of positive character traits and the development of individual potential. The outcomes of implementing this programme have the potential to enhance the parent-child relationship, particularly for students engaged in distance learning programmes.

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